

Investigate Stage

Criterion A

Name: _____

Class: _____

Maximum: 6

Investigation is an essential stage in the design cycle. Students are expected to identify the problem, develop a design brief and formulate a design specification. Students are expected to acknowledge the sources of information and document these appropriately.

Achievement level	Grade 8 level descriptor	Task specific descriptor
0	The student does not reach a standard described by any of the descriptors below.	<ul style="list-style-type: none"> Student does not submit any work
1–2	The student states the problem. The student investigates the problem, Collecting information from a source. The student considers some specifications.	Investigation notes are incomplete : <ul style="list-style-type: none"> Student submits a design brief, which states which type of product will be created. Student attempts to create design specifications Mention some sources of information
3-4	The student considers the problem. The student investigates the problem, selecting information from some acknowledged sources and, with guidance, carries out some analysis of the selected information. The student, with limited guidance, writes a specification and designs a test to use to evaluate the product against the specification.	Student submitted a written work that describes : <ul style="list-style-type: none"> the <u>problem and its relevance</u> – importance of the problem to be solved, the <u>design brief</u> – which is the solution/product to be focused on; <u>design specifications</u> based on research at least 2-3 <u>different sources</u> – different media/type is a <i>plus!</i> The sources are referenced (MLA format) and evaluated. Student describes a <u>method of testing</u> whether the product meets the design specifications.
5-6	The student considers the importance of the problem for life, society and/or the environment. The student investigates the problem, selecting information from a range of appropriate, acknowledged sources and, with guidance, evaluates it. With limited guidance, the student designs a method for testing to evaluate the product against the specification.	<ul style="list-style-type: none"> Student submitted a thorough and well written <u>problem and its relevance</u> – importance of the problem to be solved, <u>design brief</u> – which explains solution/product to be focused on; <u>design specifications</u> based on research and are clearly described. Student used at least 3 <u>different sources</u> – different media/type is a <i>plus!</i> The sources are referenced correctly (MLA format) and evaluated. Student clearly describes a <u>method of testing</u> whether the product meets the design specifications.

NOTE: The Problem and Design Brief are sometimes viewed as two different sections of the design process. However, they are very closely related. Before you can start a design project you must find a 'problem' to solve. Sometimes this may be given to you as a question set by the teacher and is usually a paragraph of writing. The 'design brief' follows the 'problem' and states clearly how you intend to solve the design problem. (Sample is available at <http://www.technologystudent.com/designpro/problem1.htm>)